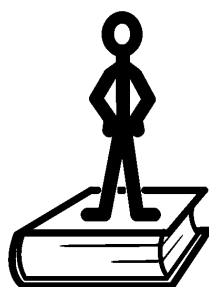
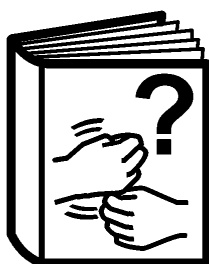




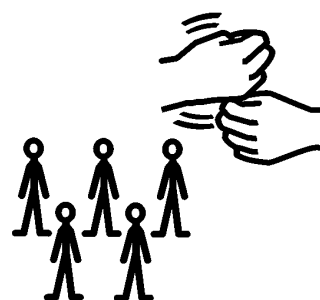
Somerset Total Communication



Principles



Process



Practice



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What is Somerset Total Communication?

The aim of the process of Somerset Total Communication is to ensure that people with total communication needs in Somerset have a consistent and coherent approach to meeting those needs throughout their lives and across all environments.

STC enables :

- Continuity and consistency of support throughout life, for people with total communication needs - a central point for the development of a 'common language'.
- A Forum for Speech and Language Therapists and other professionals to discuss a co-ordinated approach to total communication throughout peoples lives
- Awareness raising and support for STC within community environments
- Training - Induction, second level and STC co-ordinators
 - o Facilitation
 - o Co-ordination
 - o Quality Assurance
- Support for the development and maintenance of co-ordinator networks and post training support for other practitioners
- A resource library and centre of excellence for practice
- Resources
 - o Individual, needs led symbols
 - o Documents, games, booklets
 - o Books to support training
 - o CD of symbols
 - o CD of signs
- In partnership with Resources for Learning the development, marketing and sale of resources.
- A quality mark for organisations wishing to develop good practice in response to customers with communication needs.
- For many Somerset children successful inclusion relies on providing a total communication environment and so STC was introduced into mainstream schools.

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The Evolution of Somerset Total Communication

Somerset believes that communication is a basic human right and fundamental to inclusion! (page 28)

Somerset Total Communication (S.T.C.) has gradually developed from a project to support adults with learning disabilities who were moving out of long-stay hospitals into the community as part of the first 'wave' of social inclusion in the 1980's.

Specialist Speech and Language Therapists, under their Manager Jane Jones, assessed individual communication needs. With management support at all levels, they developed the process and structure for training, networking and resource development to ensure communication needs were supported.

Total communication resource requirements were also identified at the point of need through the networks of Total Communication Co-ordinators (trained by Speech and Language Therapists).

Where existing, nationally available sources did not provide the necessary tools, new resources e.g. photographs, signing, symbols were generated. These originated from individual need and were collected, organised and distributed at a central point to avoid duplication and to work towards developing a common shared 'language' in Somerset.

Initially, the team of specialist Speech and Language Therapists (SLT) managed these resources. When the demand grew to unmanageable proportions, Health and Social Services agreed to set up an independently funded 'Somerset Total Communication' resource base with a 'core team' provided through secondments and ad hoc short term contracts. This organisation was constituted as an Industrial and Provident Society in 1996 and managed by an Executive Committee of representatives of the 'user agencies' with an independent Chair and Secretary.

In 1996 the closure of Princess Margaret School (Barnardos) for pupils with physical disabilities led to their inclusion in mainstream schools. For many of the pupils successful inclusion relied on providing a whole school, total communication environment. Therefore S.T.C was introduced into mainstream schools.

The pupils were supported by The Physical Impairment, Medical, Support Service (P.I.M.S.S.) a Local Education Authority Support Service. The closure of Princess Margaret School also led to the setting up of the Somerset Inclusion Project (S.I.P) by Barnardos.

Both agencies (P.I.M.S.S and S.I.P) continue to offer S.T.C training, support for S.T.C co-ordinator networks and resources. P.I.M.S.S provide this for some mainstream schools and S.I.P provide this for children, their parents, carers and educators in the Early Years Sector. This led to an increased mainstream knowledge about S.T.C.

As the policy for inclusion was extended to other pupils with speech, language, communication and other additional educational needs, a new multi-agency S.T.C. partnership developed.

Attempts to achieve independent grant funding were hampered by the structure of S.T.C as an Industrial and Provident Society. While this nominally gave S.T.C independence, it remained largely grant funded by Health and Social Services and therefore fell outside the eligibility criteria of many grant-funding bodies.

In 2002 a new joint strategy was agreed between Somerset Partnership NHS and Social Care Trust, Somerset County Council (SCC) and partner agencies.

S.T.C. Steering Group includes representatives from Adult, Children & Young People's Directorates SCC, Barnardos, (Somerset Inclusion Project), Early Years Service, The Excellence Cluster, Bridgwater, Sure Start (Bridgwater), Connexions, Further Education Colleges and other Independent Providers for children, young people and adults in Somerset. This strategic group meets quarterly to review, evaluate and agree the direction of S.T.C within Somerset. Over 74% of mainstream schools in Somerset now have staff trained in S.T.C. at various levels.

In 2006, STC and Somerset County Council formed a partnership with ICAN, the national charity for children and young people with speech, language and communication needs. "Primary Talk" project was developed and piloted in Somerset, Walsall and Bradford in 2007/08 to develop a self-evaluation framework for Primary schools. STC is now used within 175 Somerset schools to support all pupils including those with speech, language and communication need including English as an Additional Language (EAL).

STC Finances

Total expenditure for 2007/08	£103,000
Income:	
SCC & Somerset Partnership	69%
School membership	6%
Resource Sales	7%
Training income	5%
Service Level Agreements	7%

The Somerset Total Communication Core Team comprises of 4 posts:-

- Manager - Full time
- Administrator - Part time (including symbol administration tasks)
- Admin. Assistant - Part time
- Training and Learning Resource Officer - Part time

Symbol Resource Development is contracted out independently. (See page 20)

STC is line managed with personnel support for the Core Team via the Somerset County Council (Community Directorate).

(See STC Structure page 31)

In 2007 the SLT service working within the Adult Learning Disability (ALD) Service developed the philosophy and supporting infrastructure of **Inclusive Communication Environments (ICE)** following an internal ALD service review of communication training and support. As well as identifying good practice, this highlighted areas that needed to develop to ensure that communication support and systems in ALD service were truly person-centred and consistent with current best practice.

ICE training for people supporting adults with learning disabilities, is co-ordinated by the Somerset Partnership SLT Service for adults with learning disabilities. This training includes training in the use of total communication tools.

An Inclusive Communication Environment has:

- Positive and respectful values and attitudes that underpin everything we do and help us to form relationships.
- General approaches and tools to develop and support communication. This includes the tools of total communication
- Formal/Systematic approaches to support and develop communication, which are usually recommended and monitored by a Speech and Language Therapist. These approaches may include:
 - Intensive Interaction which helps develop positive relationships
 - Talking Mats, Social Stories, Picture Exchange Communication System (PECS), TEACCH,
 - Story Sharing [™]
 - Other languages, such as British Sign Language

"ICE" has a specific training structure for people supporting adults with learning disabilities, which:

- Identifies and encourages basic values and attitudes
- Supports people to develop relationships
- Includes all general and formal/systematic communication tools/approaches
- Focuses on the strengths and choices of the individual rather than on their difficulties with communication. This means that all communication tools and approaches are opened up so the person has a communication environment based on their strengths, skills and choices.

ICE links in with quality assurance management systems and processes within ALD Services to ensure a clear outcome measurement.

The shared philosophies of STC and ICE are intrinsic to developing a common, shared language for life for all children, young people and adults in Somerset regardless of communication need.

TRAINING

The aim of STC training is:

- To ensure a consistent and coherent approach towards meeting the individual total communication needs of people in Somerset.
- To ensure a shared knowledge, skills and attitudes base for developing effective total communication environments across all agencies and ages in Somerset.
- To develop confidence of staff, parents, carers in the use of total communication.
- To maintain STC training standards by consensus.
- To ensure a shared, basic philosophy with Inclusive Communication Environment (ICE) training for people supporting adults with learning disabilities. ICE training is co-ordinated by the Somerset Partnership SLT Service for adults with learning disabilities.

CORE PRINCIPLES

1. STRUCTURE OF TRAINING

Formal Training

Informal awareness raising

Induction

2nd level

Co-ordinators

Assessors

2. DELIVERY OF TRAINING

INDUCTION	training is delivered by STC registered co-ordinators
2 nd LEVEL	training is delivered by STC registered trainers (people who meet the agreed criteria)
CO-ORDINATORS	training is delivered by STC registered trainers. Awareness-raising may be delivered by any of the above. Co-ordinators may deliver Induction level across their whole setting
TRAINER	(for 2 nd and coordinator level delivery) observation/co-training with an experienced STC trainer is required before undertaking independent training. (See Registration Criteria for STC Trainers page 17)
ASSESSORS	maintain consensus of criteria and standards expected at Induction level through agreed assessment procedure.

3. REGISTRATION

Partner agencies will be registered with STC and meet STC Registration Criteria. Agencies working in partnership with STC will jointly agree the core criteria of training to be included in any service specific Service Level Agreement with STC. All STC trainers and co-ordinators will be registered on the STC database.

STC trainers will inform the STC Resource Base of all 2nd level and co-ordinators courses they deliver with names of participants, dates and places of training.

4. ASSESSMENT OF INDUCTION LEVEL TRAINING

- All assessors will be STC registered and have completed the required training.
- STC assessors award STC certificates at Induction Level.
- STC assessors may not assess people they have trained themselves.
- All assessors will inform STC Resource Base of all courses they assess with dates, names and work address of participants, place of assessment and attendance registration.

5. CONTENT OF TRAINING

Core content as appropriate for children & young people's (C & YP) needs will be included in any STC training delivered by a STC trainer with appropriate skills. Additional content may be added - situation specific.

6. CERTIFICATION OF TRAINING

- The Induction level assessment is optional. An Induction attendance certificate will be issued when assessment is not required. However, an Induction Level certificate is required to proceed to a STC 2nd Level course. Participants attending 2nd level training will be asked for this certificate at the first session. STC registered certificates for C & YP Services will be issued through the STC base so as to monitor and evaluate training within Somerset.
- Assessors may request certificates from STC Resource Base prior to the assessment if they are to be issued at time of testing. Certificates will otherwise be posted by STC Core Team.
- Certificates will be registered with details of :
 - Co-ordinator administering training
 - Student's name
 - Geographical area of Somerset
 - Assessors name
 - Adult/child course content
- All Assessors will keep STC up to date with training course and certificate information.

PROCESS

CORE CONTENT OF TRAINING

All Courses offered as STC training must include the core content as follows:
(Additional context related material may be added at the discretion of the trainer).

1. AWARENESS RAISING (1 - 2 hours)

Why do we need total communication ?

What is total communication?

What is STC?

The tools of total communication including 20 useful signs.

If you are interested what can you do further?

Further content is at the discretion of trainers delivering awareness training depending on course participants needs and interests.

2. TOOLS OF SOMERSET TOTAL COMMUNICATION (6 hours)

Delivered by Adults Skills & Learning Service in Somerset

Session 1: Explore what the course participants are already aware of/already use with regards to

- facial expression
 - body language
 - natural gesture
 - eye contact
 - mouth movement
 - attentive behaviour
- and extend conscious use of body language.

Session 2: Explore how we can use objects

- to make choices
- to ask for things
- to help understanding

Session 3: Exploring the use of pictures, photos and symbols in order to aid communication.

Session 4: Exploring the use of natural gesture in order to aid communication.

3. INDUCTION TRAINING (10.5 - 12 hours)

Course Aims within Children & Young Peoples Services :

For participants to understand:

- the need for a common language
- the right for everyone to communicate in preferred language style/mode
- the relationship between effective communication for everyone and inclusion

For participants to be able to demonstrate:

- an understanding of the need to take personal responsibility in the communication process
- the changes that they have made in their own communication as a result of the course
- an understanding that everyone has a right of access to a variety of communication tools
- a knowledge and understanding of what the implementation of Somerset Total Communication involves
- the practical use of Somerset Total Communication in appropriate environment.
- their ability to use and understand signs
- a knowledge of the use of symbols

Session One - Communication

Learning Outcomes

Course participants will understand

- how the inability to communicate may lead to frustration and consequently withdrawal and/or aggression.
- that communication is a two-way process.
- what 'communication tools' are
- that everyone in the person's environment needs to learn how to communicate in a variety of ways
- the importance of appropriate facial expression and body language to communication.

Session Two -S.T.C and total communication

Learning Outcomes

Course participants will understand

- that signing needs to be used as much as possible
- the importance of facial expression, gesture and body language
- that total communication is a multi-sensory approach
- what the implementation of STC involves
- and learn session two vocabulary signs

Session Three - Learning more about signing

Learning Outcomes

Course participants will understand

- the differences between STC and British Sign Language
- how signing can facilitate a person's understanding and expression
- that signing needs to be used as much as possible
- and use the concept of key words when signing
- and learn session three vocabulary signs

Session Four_- The Literacy Continuum

Learning Outcomes

Course participants will understand

- and develop a sign and symbol for their name
- the development of conceptual learning (i.e. from real objects to abstract symbols) and relate this to the children/adults they support
- the importance of using real objects as much as possible
- the importance of introducing new concepts with appropriate real-life experiences
- that there is a continuum of literacy ranging from real objects through to representational objects, photos, pictures and symbols to the written word.
- and learn session four vocabulary signs

Session Five - Learning more about symbols

Learning outcomes

Course participants will understand

- what a symbol is
- why symbols are needed
- and explain how they have used real objects in their workplace
- how symbols can be used to support comprehension and/or expression of language (written or spoken)
- the concept of key words with symbols
- and learn session five vocabulary signs

Session Six - Putting STC into practice

Learning Outcomes

Course participants will understand

- the use of STC and that everyone can benefit
- the practical use of STC in their own setting
- and discuss the different ways in which they can develop communication
- and compare the differences in use between signs and symbols

- and have made a resource, with either symbols or photos, for use in their own setting
- and be able to use finger spelling
- and learn session six vocabulary signs

Session Seven - Revision, assessment and planning

Learning Outcomes

Course participants will

- plan how they will use STC to improve the communication in their own setting
- have been given information on further resources and training in STC
- have applied the total communication approach to something they do in their own setting and share it with others
- understand the 'Communication Bill of Rights' and how the practice of STC enables these rights to be upheld.
- revise the course aims.

4. SECOND LEVEL TRAINING

(Children and Young People's Service recommend 4 half days or 8, one & half hour sessions).

Course Aims: For participants to develop:

- 1) deeper understanding of language complexity and how it impacts on teaching and learning.
- 2) A deeper understanding of how the strategies and tools of STC can be effectively applied.

Learning Outcomes from each session:

Session One

Participants will

- extend the application of STC Induction Level theory & practice
- have an understanding that the environment, method & message are equally important for effective communication.

Session Two

Participants will

- have a better understanding of the complexity of the language process and how it can break down at any point
- learn signs for "food & verbs" and use in a practical activity

Session Three

Participants will

- have a better understanding of the many factors that may affect attention
- understand the progression of attention control

- know how the tools of STC can help capture and hold attention
- learn signs "At home" and "emotions" and use in a practical activity

Session Four

Participants will

- have a better understanding of the importance of context in relation to comprehension and learning
- have a better understanding of the specific complexity of question words, prepositions, time and negatives
- know how to use the tools of STC to support comprehension.
- learn signs for " people" and "health" and use in a practical activity

Session Five

Participants will

- have a better understanding of how the complexity of sentence structure & length impacts on comprehension.
- know how to use the tools of STC to support comprehension
- learn signs for 'time' and 'months' and use in a practical activity

Session Six

Participants will

- have a better understanding of how to use symbols effectively
- learn signing "Out & About" and use in a practical exercise

Session Seven

Participants will

- have an increased awareness of the importance of appropriate vocabulary selection
- have increased their own awareness of how to plan and prepare using STC tools to differentiate the curriculum and support life-skills
- learn signs for "Weather", "Seasons", "At School", and use in a practical activity

Session Eight

Participants will

- share ideas and resources to consolidate and broaden use of STC
- learn signs for "sentence - builders", "pronouns" and "adjectives" and use in a practical activity

(At trainers discretion include pre-intentional/intentional, informal/formal communication; making choices)

5. CO-ORDINATOR TRAINING: Course Aims and Learning Outcomes

Aim

To equip and enable course participants with the necessary

- knowledge
- skills
- resources
- practice
- feedback

to understand and perform the role of STC co-ordinator.

Learning Outcomes

Participants will :

- understand the aims and learning outcomes of STC Induction training
- be fully aware of the content of STC Induction training
- be competent with signing the STC Induction vocabulary
- be aware of important factors to consider when teaching adults
- prepare and present a topic from STC induction training
- receive feedback on their topic presentation
- give feedback to other participants on their presentations
- understand the role of STC co-ordinator within the evolving process of STC
- be aware of procedures with regard to planning and running STC Induction courses
- be able to identify and assess environmental communication needs for own setting
- be aware of barriers to implementation and ways to overcome these barriers
- understand sign analysis
- practice interpretation of signs from pictures/photos in signing resources
- teach new signs to other participants
- be aware of available sources of signs and symbols
- have up to date information on the STC Coordinator network, STC resources and STC contact information

6. TRAINING FOR STC TRAINERS delivering 2nd level and co-ordinator training

(See Registration Criteria Page 16)

Observation and co-training with an experienced STC trainer - a minimum of 2 sessions at 2nd and Co-ordinator level before undertaking independent training.

7. ASSESSOR TRAINING: Course Aims and Learning Outcomes Aim

To equip and enable course participants with the necessary

- knowledge
- skills
- resources
- practice
- feedback

- to understand and perform the role of STC assessor.

Learning Outcomes

Participants will

- understand the role of STC assessor
- be aware of assessment procedures, tasks and protocols
- understand the aims and learning outcomes of STC Induction training
- shadow and observe an STC assessor during an assessment
- be aware of the significance of evidence produced by candidates
- be aware of factors to consider when assessing
- take part as an assessor in an assessment role-play
- give feedback to other participants following observation of and participation in, role-plays
- be aware of issues around criteria for passing / deferring assessment
- have practice at making consistent judgements using video footage
- take part in discussion on standards/moderation

STANDARDS

Enrolment Criteria for STC Courses

1. Awareness-raising

No criteria

2. The Tools of Somerset Total Communication (delivered through Adult Learning & Leisure)

This course is intended for people who wish to know more about the tools of STC and how to use them but who are not employed by a service in partnership with STC.

3. Induction Training

This course is for people who are interested in finding out more about STC and a desire to develop the skills to put STC in practice.

4. 2nd Level Training (Childrens' & Young Peoples Services)

People wishing to enroll on this course require an Induction Level certificate obtained appropriate to C&YP services. This course will build on the knowledge and skills acquired during Induction training. There is an expectation that these skills will have been put into practice.

5. Co-ordinator Training (Childrens' & Young Peoples services)

People wishing to enroll on this course require a 2nd Level certificate (childrens' services). This course will build on the knowledge and skills acquired during Induction and 2nd level training. There is an expectation that these skills will have been put into practice.

(See ICE training for people supporting adults with learning disabilities on page 7)

REGISTRATION CRITERIA FOR STC CO-ORDINATORS

- STC Co-ordinators must have attended Induction, Second Level and Co-ordinator Training. They must have a commitment to and enthusiasm for Total Communication. Co-ordinators must not work outside their agreed area of responsibility and never for personal financial gain.
- Co-ordinators need to show a personal commitment to keeping up their signing skills and knowledge of developments in STC and use of TC tools. This will be recorded using a log of work undertaken and shared with the STC Network Lead who will send a list of active Co-ordinators annually to STC.
- Before attending a Co-ordinators course, participants will discuss the role of Co-ordinator with their line manager and the resources required to undertake this role. The Training Request Form (TRF) will be signed by the participant and their line manager and a copy sent to the STC Trainer and STC Core Team Base. In the Adult Learning Disability Service this will be via the Communication Development Plan.
- To attend a minimum of 2 Co-ordinators meetings or STC training updates per year.
- To re-register on a yearly basis, provided that the above criteria have been met.
- Registration is setting specific. If the work setting changes, retraining will be required appropriate to that current work setting.

CORE COMMITMENT

- To liaise with their local Speech and Language Therapist on issues concerning the communication needs of the people with whom they work.
- To be committed to the development of STC and use of TC tools in his/her own place of work. To act as a motivator and resource for pupils, staff and carers. To encourage staff to use their own initiative in developing STC and the use of the tools of TC. To use the co-ordinator as an advisor.
- To respect the views of the children/adults when planning and to ensure that the use of STC and the tools of TC are relevant and needs led.
- To feedback information to staff about new STC issues and further training opportunities and to teach new signs and symbols as appropriate.
- To liaise as appropriate with other Co-ordinators in their locality, as regarding resources and training.

STC CO-ORDINATORS WILL FULFILL ONE OR MORE OF THE FOLLOWING OPTIONAL COMMITMENTS:-

- To be responsible for teaching the staff, parents/carers/students in his/her place of work up to Induction Level. If whole school training is to be undertaken, STC strongly recommends that the training be provided by a Co-ordinator who is a teacher or SLT.
- To be involved in identifying the environmental communication needs and to encourage the development of appropriate resources in the place of work.
- To gather information regarding STC and communication needs within the individual setting and feed this back at local Co-ordinator Network meetings.
- To ensure that information about existing and new ideas as well as resources are kept updated and accessible to other staff.
- To be responsible for training other children and young people/service users eg., lunch-time signing clubs.

It is recommended that settings have more than one co-ordinator so the role can be shared.

REGISTRATION CRITERIA FOR STC TRAINERS to deliver 2nd level training :

All trainers will have:

- Sufficiently detailed knowledge and experience of working with (as appropriate to the requirements of the 2nd level course) children/young people/ adults who have total communication needs
- experience of training/teaching others
- the ability to work alongside other professions
- a thorough understanding and knowledge of STC principles and practices at all levels.
- observed/co-trained with an experienced STC Trainer - a minimum of 2 at 2nd and co-ordinator level, before undertaking independent training.

(Wherever possible co-training is preferred.)

CRITERIA FOR STC ASSESSORS

Qualified SLT's, social care staff, teachers will be expected to meet the following criteria:-

- To be competent participants within STC and users of total communication
- To understand the philosophy that underlies STC including the importance of the 'cradle to grave' approach.
- To have successfully attended all three levels of STC training
- To have carried out STC Induction training to other people
- To have been an active co-ordinator for at least two years and be recommended as training as an Assessor by their network lead or STC Manager

It is required that all C&YP Service Assessors will attend a half day STC training session at least once per year to maintain consistency and parity of STC standards when assessing.

RESOURCES

AIM

- To ensure consistent and coherent planning for the generation of effective resources in order to meet the individual total communication needs of people across Somerset.
- To ensure skills and knowledge are shared in planning and developing a common language of communication tools used in Somerset.
- To co-ordinate and share good practice in developing, maintaining and using the tools of communication especially at points of transition - early years/ schools/colleges/ adult settings.

1. STC CORE TEAM (HUMAN RESOURCES)

- The core team will be based so as to be easily accessible and central within Somerset.
- Comprises: Training and Learning Resource Officer; STC Manager; Administrator; Administrative Assistant

The STC Manager is responsible for:

- ❑ Managing STC staff in Core team
- ❑ Co-ordinating the collection, recording, development and distribution of resources. This includes nationally available resources known within the STC network.
- ❑ Managing STC resources and STC database

- Overseeing finance and administration action
- Supporting STC multi agency plans and working with local SLT Services
- Reporting on the STC strategy developments
- Co-ordinating the chairing of the multi agency STC Practitioners Forum and discussing implementation plans
- Representing STC at Strategic Planning Groups for Policy Development in Health, Education and Social Services in Somerset
- Developing and maintaining quality control measures in line with Best Value, Clinical Governance and Somerset's quality assurance process
- Ensuring STC remains needs led by involving STC users in service development and prioritising resource requests
- Responding to national enquiries on local experience of training, networking and total communication resource development

Symbol Resource Development

- The STC Manager will receive symbol request/redraw forms from STC Practitioners & users, which will have been scrutinised by the appropriate Speech and Language Therapy Service.
- The STC Manager will liaise with appropriate external consultants for symbol/document draw/redraw.
- The STC Manager will ensure symbol specification to the 3 required file types.
- The STC Administrator will check new symbols for relevance, consistency, size, suitable file name and add them to the correct folder for their file type/category.

The Administrator is responsible for:

Training Information:

- Maintaining a database of all STC training planned & delivered in Somerset:

Resources:

- Recording and acting upon requests for information and resources
- Updating and maintaining the Top Copy Library of resources
- Linking with Resources For Learning staff re:
 - Resource development, creation and distribution
- Maintaining, updating and co-ordinating the distribution of STC resources & STC Website.
- Updating and maintaining a regular supply of 'Simple Symbols' CD for distribution. Ensure all Network Leads and Practitioners Forum are informed of newly added symbols to the main symbol collection.
- Updating the symbol database in liaison with the Symbol Resource Developer
- Checking newly drawn symbols, drawn by an external graphic consultant
- Organising, updating and maintaining files and folders of symbols and documents including thumbnails hard/paper copy
- Copying ICT files from newly drawn folder into correct file structure

Finance:

- Overseeing financial and administrative duties to support the efficient functioning of the STC Resource Base
- Responsible for invoicing all orders and updating invoice database. Checking and banking all monies received

Administration:

- Co-ordinating and monitoring day to day tasks to assist STC
- Responding to and recording telephone and written enquiries, requests, messages
- Booking and recording appointments for visitors to the STC Base and any loans of resources
- As directed by the STC manager, developing the Administration Assistant's skill and confidence, monitoring the Admin. Assistant's workload and checking tasks for effective completion.

The Administrative Assistant is responsible for:

- Undertaking financial and administrative duties to support the STC team
- Preparing orders for STC resources and processes invoices
- Dealing with general phone, electronic and postal queries from colleagues, staff and the public regarding STC
- Contributing to the office management of STC and process/implement solutions to varied challenges
- Contributing to the maintenance of STC records or requests, training, certificates
- Contributing to the maintenance of STC resources

The Training and Learning Resource Officer has responsibility to:

- Promote the effective use of Somerset Total Communication for children and young people and their transition into adulthood in Somerset through awareness raising and delivery of STC training
- Co-ordinate the development of quality standards of STC training
- Develop STC resources in response to need
- Work in partnership with other agencies to promote the effective use of STC in support of social and educational inclusion
- Take an overview of current STC training and a lead role in the development, co-ordination and organisation of training
- Take a lead role in the evaluation and review of all STC training
- Take an overview of STC assessment and a lead role in the monitoring, development and delivery of STC Assessors training
- Co-ordinate the development of quality standards by consensus to ensure that people have their total communication needs met consistently across all transitions
- Develop and maintain joint working relationships with colleagues in all partnership agencies to promote the use of STC for inclusion

- Deliver training for parents, staff, carers and volunteers in partnership agencies as agreed with those agencies and for other organisations through agreed protocols
- Develop, distribute and evaluate effective learning resources and curriculum materials in conjunction with partnership agencies
- Work as part of STC core team and undertake tasks as required by the STC resource base
- Participate in the development of the Education Implementation plan for STC and to contribute in the development of policy, practice and procedures
- Work on agreed projects in line with the protocols for partnership agencies
 - Liase with staff, parents and carers from all Somerset schools and F.E colleges
- Use computer to enter information on STC database and develop resources
- Develop, distribute, maintain and evaluate use of STC resources held in STC base
- Create innovative resources to meet the needs of individuals and groups and to be responsible for the upkeep of the top copy library
- Allocate requests for training to the appropriate agency
- Review and develop information handouts and teaching packs to support STC training and to evaluate it's impact
- Prioritise tasks to be completed as related to preparation, database entry, liaison with other agencies and core team, training courses arranged and resource development
- Respond to enquiries related to training, symbol resource and sign use
- Liase with STC manager on matters outside practical STC issues

2. STC RESOURCE BASE

1) The STC Core Team will maintain, develop and co-ordinate a physical base for resources by:

- Developing short, mid and long term targets through STC Development Plan. This will be proactively developed together with the STC Practitioners Forum and STC Steering Group
- Being provided with vision and direction via National and local policy, practice and initiatives together with the STC Practitioners Forum and STC Steering Group
- Requesting and receiving information from all STC users to maintain a database on trainers, assessors, training course details and other STC information
- Being a central base to advise on issues or direct queries to the appropriate service around the whole county of Somerset
- Having authority to advise on and maintain standards of training, procedure and practice from the services jointly commissioning STC
- Receiving requests in writing for symbol and project development from STC users
- Receiving evaluation forms from users as regards training courses, documents,

symbols

- Supporting all participants within the STC Network
- Ensuring systems exist for "Continuing Professional Development" of staff working to implement STC

2) STC will maintain its needs led philosophy by receiving:

- Good timely communication between all practitioners and STC Core team to aid planning and indicate future likely need
- Information from the evaluation by participants completing training by Network Leads/Head of Service (given in core training pack)
- Evaluation forms sent out with drafts of the symbol resource developers work
- Evaluation forms of effectiveness of STC resources in use and future resource needs
- Parent representatives views when invited to the Practitioners Forum at no cost to the parent
- Information via the attendance of STC Manager to appropriate meetings and conferences with adults with learning difficulty
- Information from the Training and Learning Resource Officer in the course of maintaining close contact with schools accessing STC
- Research and evidence based practice information from settings using STC
- Information so as to widen community involvement and awareness of STC e.g., road shows, presentations to groups etc

3) RESOURCES

SYMBOLS

There is an agreement through consensus by the STC Practitioners Forum Resources Sub-group to:

- ❑ develop the thesaurus for symbol selection
- ❑ develop criteria for symbol development

Examples of symbol resources used to date are:

- ❑ Somerset generated new symbols
- ❑ Co-ordination of signs and symbols from National sources
- ❑ Learning materials for children and adults
- ❑ Books and CDs of signs and symbols to support training
- ❑ Catalogue of "ready to use" and examples of resources
- ❑ Videos/DVDs of STC implementation to support training in Somerset
- ❑ Symbol "view only" examples can be downloaded from the STC Website
www.somerset.gov.uk/somersettotalcommunication

SYMBOL SELECTION (not an exhaustive list)

- ❑ Symbols will be selected from the following collections
- ❑ "Simple Symbols" STC CD Rom
- ❑ Rebus, Makaton, Mayer Johnson

- PIC syms, Compic, Minspeak
- Dinasyms, Talking Pictures

SIGNS

The STC Core Team holds responsibility for:-

- holding a thesaurus of Nationally available symbols
- holding a thesaurus of Nationally available signs
- receiving and collating all generated signs and symbols
- prioritising resource development from all STC users as a needs led service according to individual Service Level Agreements
- maintaining and developing the STC Signing CD's

There is an agreement through consensus of both Practitioners Fora on the selection of signs following an accepted hierarchy

SIGN SELECTION

Signs will be selected from the following agreed hierarchy:-

- i. STC database, STC Signing CD's and books
- ii. Communication Link
- iii. British Sign Language Dictionary/CD Rom and/or Signalong
- iv. Self generated in partnership with STC protocol

PROTOCOLS

1. Resource Development Priority

Resources will be developed from requests by all STC users on a needs led basis (according to the appropriate Service Level Agreement) in the following order of priority:

- i. Urgent/emergency request, behaviourally challenged need
- ii. Change in communication context or environment
- iii. Date required by (written on request form)

- ❖ STC Manager will prioritise this before passing on to the Symbols Resource Developer
- ❖ A resource consultation meeting if desired involving the STC Manager, Symbol Resource Developer and requester will occur at the time of the original written request

2. Developing Resource Use

- ❖ Practitioners must ensure copies of resources are sent into the Core team to spread good practice and share ideas

- ❖ "Simple Symbols" computer software will contain symbol and project request forms, evaluation forms, training course forms etc
- ❖ Development work will be carried out in partnership with other agencies e.g., "Williton Signers" and through a Service Level Agreement with Resources for Learning. Widely useful resources from an individual need and request will be produced thus with appropriate acknowledgement of development source.

3. New symbol and document generation

- ❖ Both of the Practitioners Fora will be responsible for this protocol
- ❖ This protocol will take account of available National and local guidelines

4. Practitioners Forum:

4.1 Children & Young People Service (C&YP Service) Forum membership:

- Children and Young People Services Network Leads and Assessors for STC
- STC Core Team
- One STC Practitioner from:
 - Language & Communication Team (LEA)
 - Physical Impairment Medical Support Service
 - Sensory Support Service
 - Barnardos, Somerset Inclusion Project
 - Early Years Service
 - The Excellence Cluster
 - Paediatric SLT Service for each PCT
 - Parents/carers
 - SLT service representing Adult Services

A representative or deputy is encouraged to attend from each service so as to provide continuity and consistency

Aims

- To share good practice of the use of STC
- To advise on new STC developments
- To generate new ideas concerning STC
- To share information so as to ensure that STC is needs led
- To provide a timely balance of two-way feedback of information, cohesion, allow generation of ideas and share good practice within the Forum.
- To ensure two way feedback from Forum meetings with local network STC Coordinators and their team/service
- To develop short, mid and long term targets for STC development in Somerset in conjunction with STC Steering Group
- To inform STC Core Team of local and National initiatives

4.2 Adult Services Forum membership:

- SLT service working with adults with learning disability (ALD)
- Connexions Advisors and Transition workers
- Representative from Community Directorate (ALD Service)
- Further Education Colleges
- SLT's (Adult Primary Care).
- Adult Learning and Leisure
- STC Core Team
- Williton Signers

Aims :

- To identify the process of working with STC base ,
- To provide quality control of resources
- To share ideas, skills, good practice and experience
- To provide feedback from Co-ordinators and Service Users
- To establish the difference between needs of different groups of Service Users and different services
- To provide networking inter and intra services
- To provide the opportunity to look at evidence /effectiveness of different elements
- To share good practice
- To identify shortfalls/gaps in STC provision
- To identify needs for developing resources
- To enable piloting of resources

STC Core Team will act as the link between Adult Service Forum and Children & Young Peoples' Forum and the two following sub groups.

a. Resource issues will be discussed within the Practitioners Forum (as at 2008):

- Monitor consistent use of the tools necessary to develop a Countywide common language
- Develop consensus for symbol and signing use and distribution mode for Somerset
- Endeavour to renew links with a local special interest group in resource development
- Review prioritisation criteria of resource requests
- STC website: www.somerset.gov.uk/somersettotalcommunication

b. Assessors subgroup will:

- Monitor and develop assessor training and the assessment process

NETWORKING

AIM

To ensure a consistent and coherent approach to meeting the TC needs of people in all partnership agencies across Somerset.

PRINCIPLES

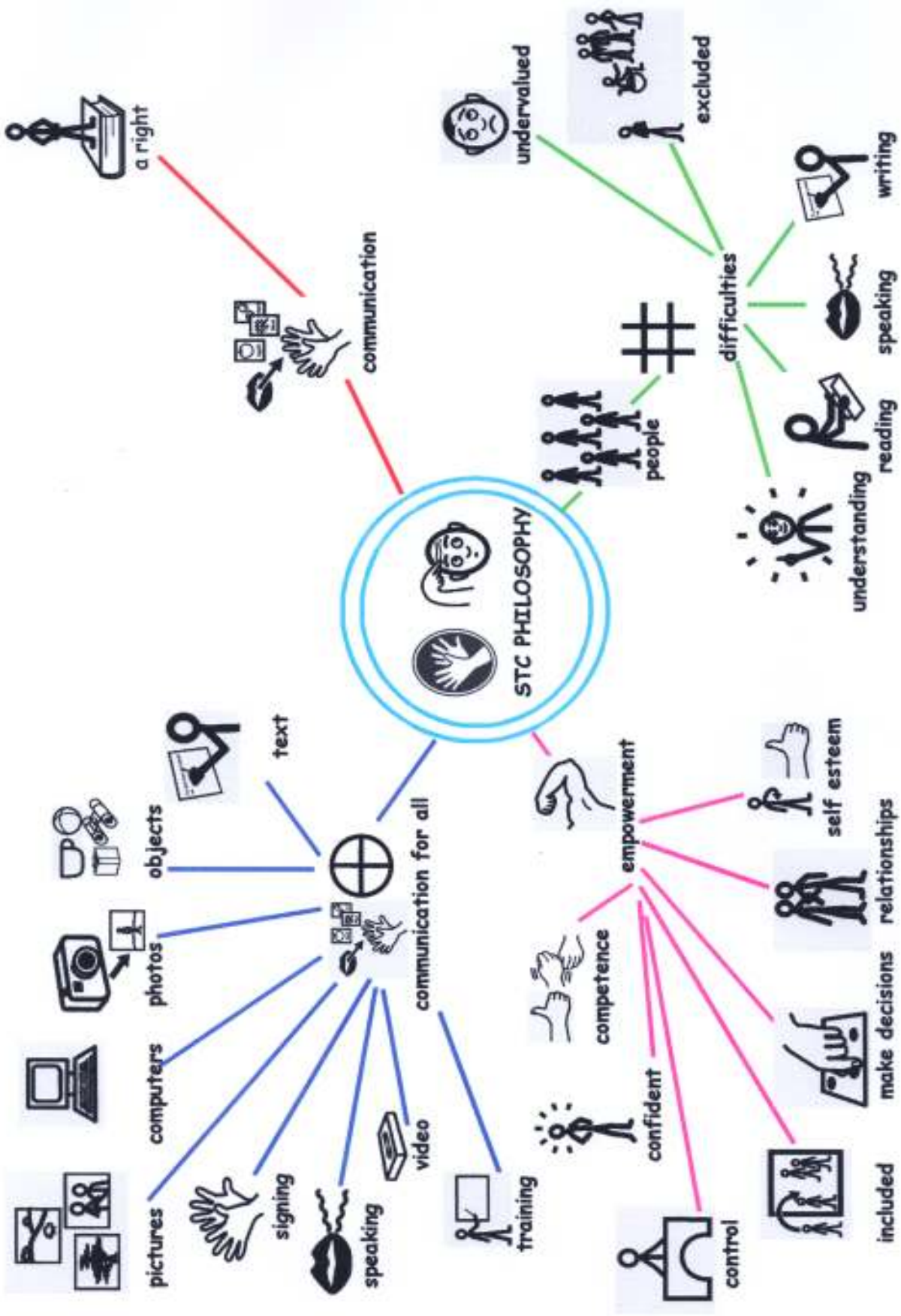
1. All STC co-ordinators must have received the co-ordinators training agreed in their Agency Implementation Plan.
2. All partnership agencies must set up networks of STC co-ordinators within their agency led by a registered STC trainer, ensuring liaison with appropriate SLT services.
3. All STC co-ordinators must belong to an appropriate STC network.
4. The selection of STC co-ordinators for each setting should be agreed with relevant profession or agency.
5. STC Practitioners' Forum membership is open to all STC Network 'leads' and invited parents/carers.
6. Co-ordinators moving into different agencies must re-register with a new network and undertake further training appropriate to the new setting before undertaking any STC activity.

PROCESS

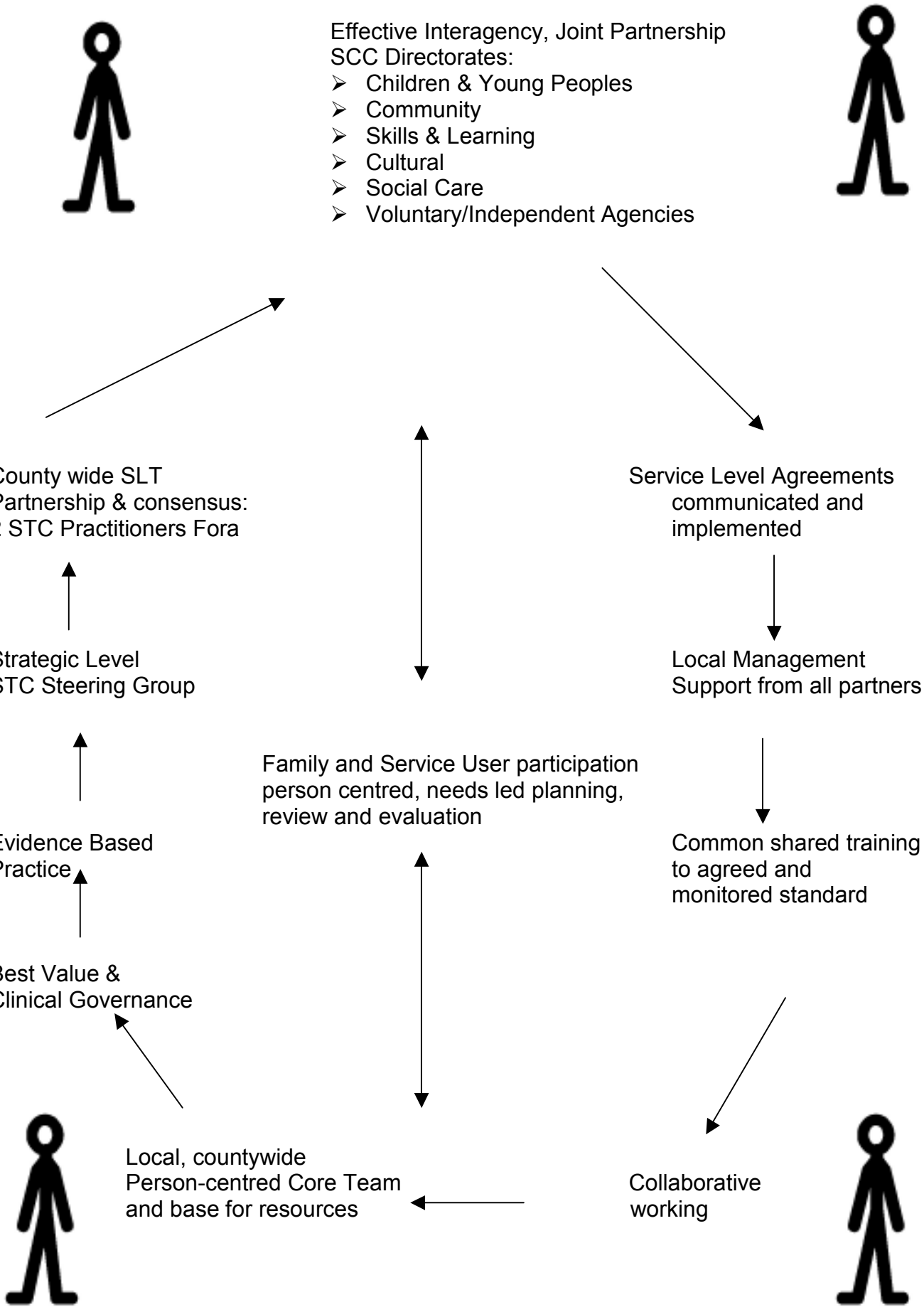
Network leads have an intra/inter-agency responsibility to

- attend Adult or C & YP Practitioner Forum meetings as appropriate
- arrange the distribution of regular, minuted STC meetings/updates to STC co-ordinators
- ensure Co-ordinators keep a record of work within their Network records which is reported to network meetings
- update Co-ordinators on STC and send a list of active/new Co-ordinators to STC annually

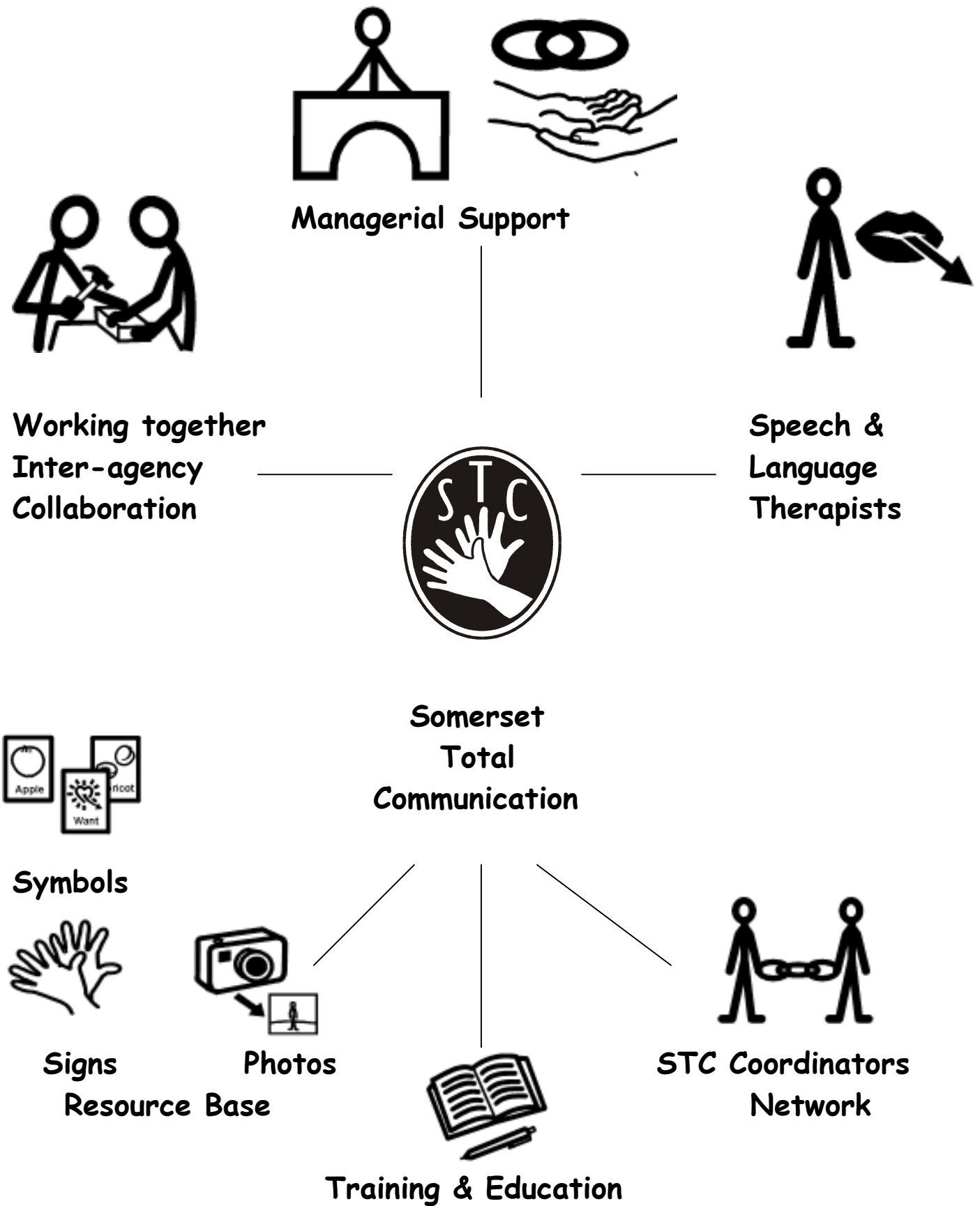
(See STC Structure Page 31)



ESSENTIAL ELEMENTS OF STC STRATEGY

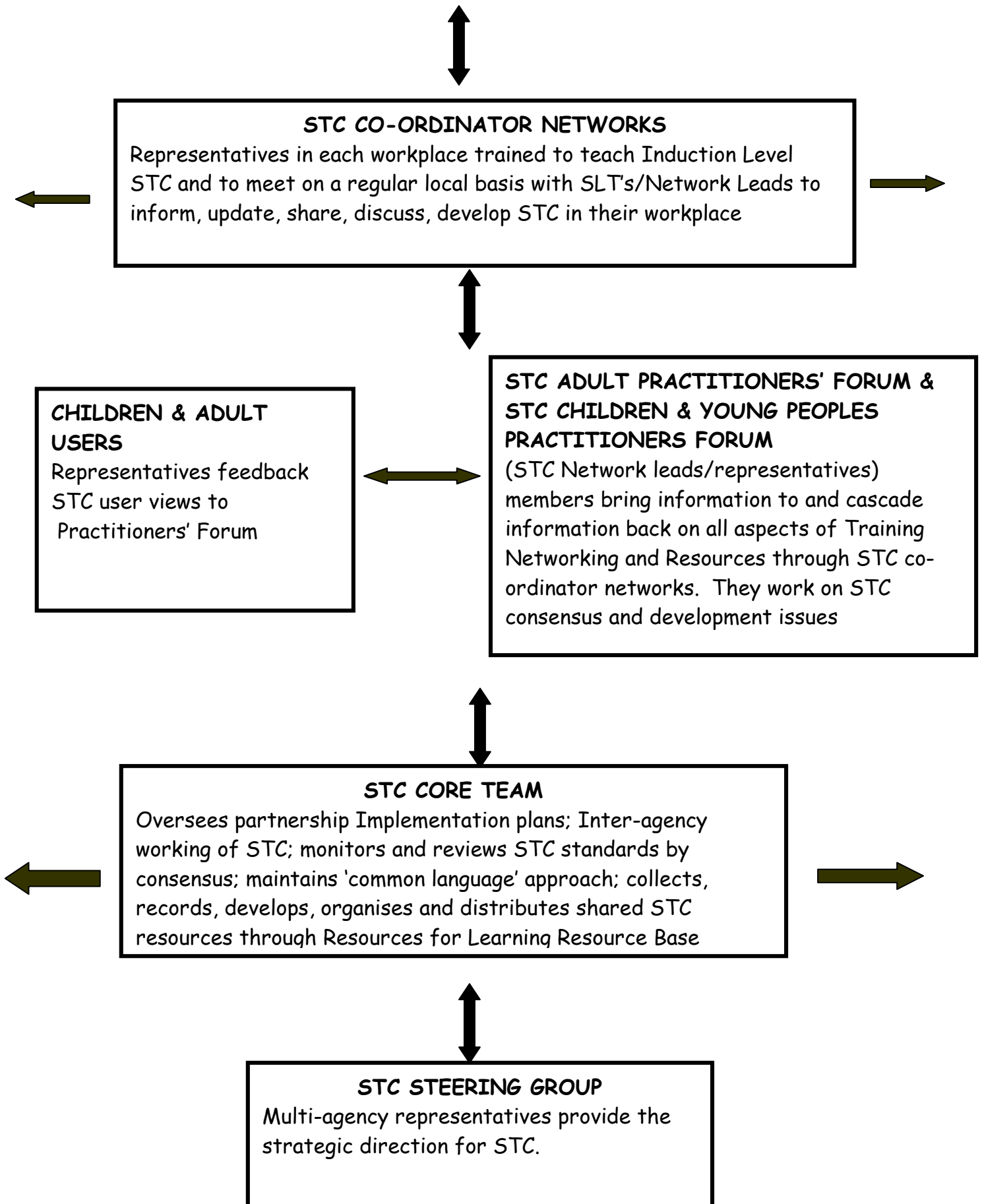


ESSENTIAL ELEMENTS IN THE STC PROCESS



SOMERSET TOTAL COMMUNICATION STRUCTURE

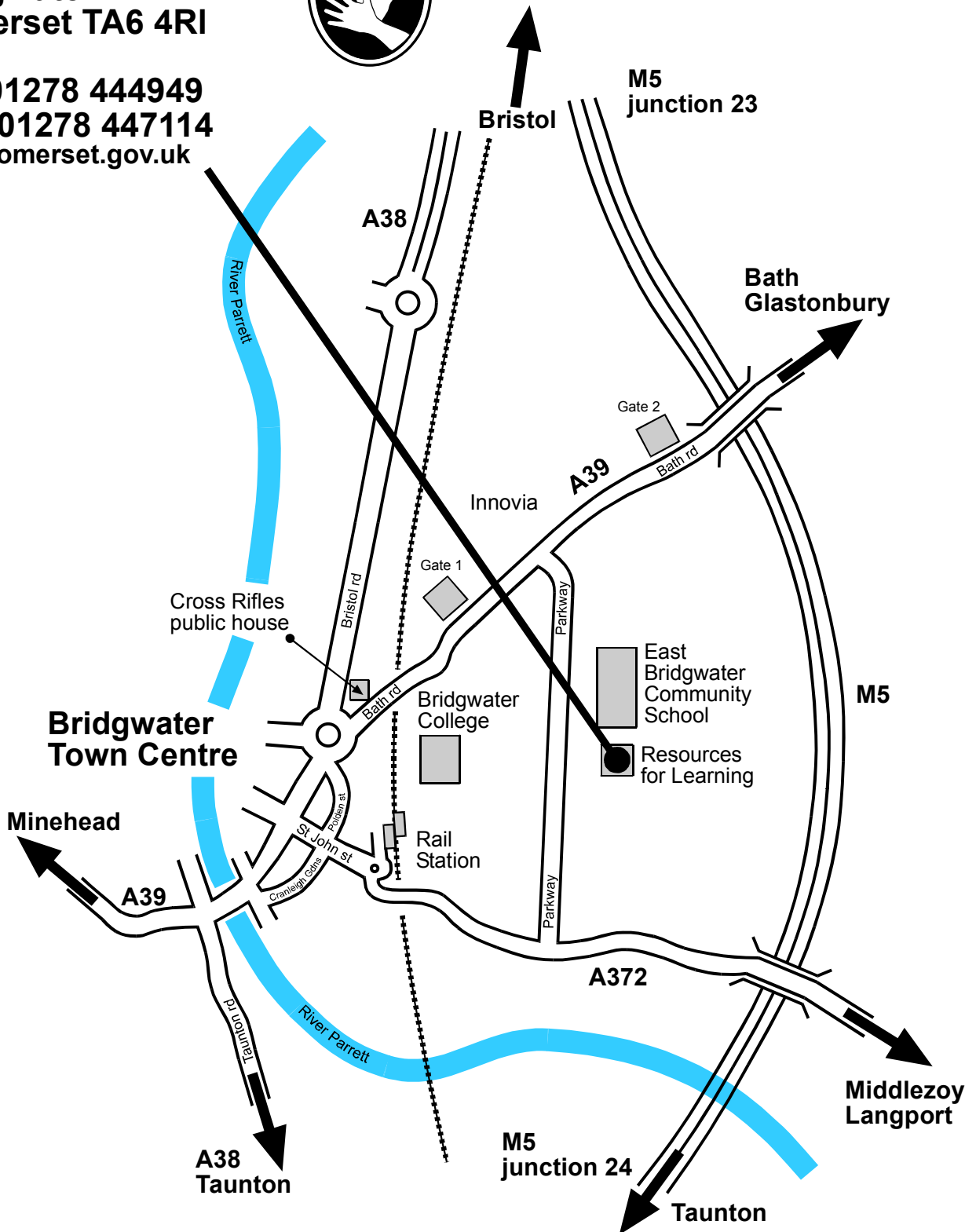
Needs led training and resources delivered through Partnership agency environments in all parts of County to support all children and adults with Total Communication needs



**Somerset Total Communication
Resources for Learning
Parkway
Bridgwater
Somerset TA6 4RI**



**Tel: 01278 444949
Fax: 01278 447114
stc@somerset.gov.uk**



Follow signs for Sports Centre along Parkway (dual carriageway)
Turn into East Bridgwater Community School and aim for the Sports
Centre, across the car park.
Enter door "Resources for Learning Reception".

